

**BY ORDER OF THE COMMANDER
AIR EDUCATION AND TRAINING
COMMAND**

AETC INSTRUCTION 36-2208

2 JULY 2003

Personnel

JOB SITE TRAINING



COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

NOTICE: This publication is available digitally on the HQ AETC Publishing WWW site at <http://www.aetc.randolph.af.mil/im>. If you lack access, contact your base publishing manager.

OPR: HQ AETC/DOOV (Ms Sherry Berg)
Supersedes AETCI 36-2208, 11 June 1998

Certified by: HQ AETC/DOO (Col James Briggs)
Pages: 19
Distribution: F

This instruction implements Air Force Policy Directive 36-22, *Military Training*. It establishes procedures and responsibilities for designing, developing, administering, and evaluating job site training (JST). It applies to training groups aligned under Second Air Force (2 AF) involved in managing, developing, and conducting technical training within Air Education and Training Command (AETC). Training group (TRG) commanders are responsible for implementing this instruction at AETC training wings. Training groups may supplement this instruction to establish specific implementing procedures. Send copies of proposed supplements to the Technical Training Standards and Policy Branch (HQ AETC/DOOV), 1 F Street, Suite 2, Randolph AFB TX 78150-4325, for review and approval prior to publication with an information copy to 2 AF/DOT, 721 Hangar Road, Keesler AFB MS 39534-2804. Submit any recommended changes to this instruction to HQ AETC/DOOV using AF Form 847, **Recommendation for Change of Publication**. Requests for waivers to any requirements stated in this instruction should be submitted according to guidance in AFI 33-360, Volume 1, *Publications Management Program*. This publication does not apply to Air National Guard and Air Force Reserve Command units. Maintain and dispose of records created as a result of prescribed processes in accordance with AFMAN 37-139, *Records Disposition Schedule*. This instruction requires collecting and maintaining information protected by the Privacy Act of 1974, authorized by Title 10 United States Code, Section 8013. Systems of Record notice F036 AF PC Q, Personnel Data System applies. See Attachment 1 for a glossary of references and supporting information used in this publication.

SUMMARY OF REVISIONS

This instruction is substantially revised and must be completely reviewed. It directs the use of the Technical Training Management System (TTMS) where installed and operational (paragraph 3); clarifies areas of responsibility for various entities involved with JST (paragraphs 4 through 4.11); adds the requirement to ensure adequate instructor/faculty support to provide subject matter expertise during the development or conversion phase, provide student interaction/support, and maintain course currency once the course is delivered (paragraph 4.8); updates the requirement for JST development (new or revised) to be examined with future shareable content object reference model (SCORM) compliance in mind (NOTE in paragraph 5.2.1); adds more guidance on the resource process (paragraphs 6, 7, and Attachment 3); establishes process for prioritizing JST projects (paragraph 8); incorporates requirements of Section 508 of

the Rehabilitation Act (paragraph 9.3); adds guidance on JST project reporting (paragraph 9.4); updates guidance on JST administration (paragraph 10); adds requirement to establish procedures to ensure student production data is entered into the appropriate student management system (paragraph 12); establishes procedures for requesting course cancellation or discontinuation (paragraph 14 and Attachment 4); and updates office symbols, responsibilities, references, and abbreviations.

1. Definition. Job site training (JST) is technical training delivered to students at their base of assignment without an AETC instructor physically present. JST is also known as Type 6 formal technical training, exportable training, advanced distributed learning (ADL), and distance learning (DL). JST extends the training capabilities of AETC schools to meet specific job and equipment training needs in place of resident training. Like resident training, a Type 6 course is based on a training standard and has specific objectives students must achieve. JST media can take the form of interactive multimedia instruction (IMI), interactive television (ITV), videotape, web based/Internet based instruction (IBI), computer based training (CBT)/instruction, paper, or some combination of these. The media used for a given course will be based on a media selection analysis. JST must be scheduled, tracked, evaluated, and completion verified. JST does not include career development courses (CDC). More detailed information is in AFH 36-2235, Volume 5, *Information for Designers of Instructional Systems: Advanced Distributed Learning: Instructional Technology and Distance Learning*, MIL-HDBK-29612-3A, *Development of Interactive Multimedia Instruction (IMI) (Part 3)*, and MIL-HDBK-29612-5, *Advanced Distributed Learning (ADL) Products and Systems (Part 5)*.

2. Purpose. JST is used to provide the customer quality training when and where it is needed, in a cost-effective manner. The two key elements are flexibility and cost. Providing training at the user's base allows AETC to meet immediate training demands with reduced student man-hours because the student does not travel. From an Air Force and AETC perspective, JST can increase mission readiness while reducing training costs (travel, facilities, money, equipment, and manpower) in many cases.

3. Technical Training Management System (TTMS). Where the TTMS is installed and operational, use it for all training-related functions to include course development, instructor and student management, resource management, and course evaluation. Use automated TTMS products, if available. Forms generated electronically by this system may be used in lieu of prescribed forms.

4. Responsibilities:

4.1. Air Force Institute for Advanced Distributed Learning (AFIADL). Supports development of AF advanced distributed learning (ADL) program (AFADLP) policy, coordinates policy initiatives with HQ AETC/DOO, and DOZ, acts as the focal point for establishing AF ADL standards and emerging technology, manages the air technology network (ATN) and extension course program, explores distributed learning technologies, and identifies proper benchmarks for the Air Force, provides oversight, integration and management direction in support of ADL programs and the infrastructure to deliver ADL courseware, prints and distributes CDCs, and posts official AFADLP policy and guidance on the AFIADL website.

4.2. HQ AETC/DOZ (Training Technology Division). Plans and budgets for technical and flying training ADL funds, explores distance learning technologies and identifies appropriate benchmarks, develops the AETC ADL plan, provides guidance and works issues as the point of contact (POC) for Section 508 of the Rehabilitation Act, and assists HQ AETC/DORB in building the ADL submission for the AETC Program Objective Memorandum (POM). Assists HQ AETC/DOO with coordination with Air Staff and major commands (MAJCOM) on projected conversion/development projects, as needed.

4.3. HQ AETC/DOO (Technical Training Division). Ensures JST operational issues are addressed by training pipeline managers (TPM) and various staff members providing system and policy support. Coordinates with Air Staff and MAJCOMs on projected conversion/development projects.

4.4. MAJCOM Point Of Contact (POC). Designated by the MAJCOM to provide coordination and integration of ADL. MAJCOM POC appoints base-level JST POC, and provides names to 2 AF Distance Learning Office (2 AF/DOIT). (See AFI 36-2201, Volume 1, Attachment 2, for more information on MAJCOM POC.)

4.5. 2 AF/DOIT (Training Applications Branch). Works technical, funding, and policy issues impacting the JST program. Oversees execution of technical training JST program, manages 2 AF technical training DL funds, develops consolidated, prioritized technical training project list for funding consideration, schedules all technical training satellite broadcasts, provides electronic spreadsheet to solicit JST requirements during the mission readiness training program (MRTTP) screening, and maintains 2 AF distance learning (JST) web site. Coordinates funding requirements with HQ AETC/DOO, DOZ, and DOR. Provides HQ AETC/DOZ and DOO consolidated quarterly status report on all development/conversion and interactive courseware maintenance. Provides monthly report on satellite utilization of the ATN to HQ AETC/DOZA and the ATN PMO.

4.6. Training Wing/Groups. Training wing/groups will:

4.6.1. Establish a central focal point to act as the ADL coordinator to work JST issues with HQ AETC, 2 AF, and group personnel. Training wing/groups will designate the ADL coordinator in writing to 2 AF/DOIT with information copies to HQ AETC/DOO and DOZA.

4.6.2. Coordinate JST taskings with appropriate POCs, ADL coordinator, training squadrons (TRS), instructional training units (ITU), and provide quarterly reports on development, conversion, and maintenance of courseware and evaluation data.

4.6.3. Establish a centralized distribution function where it best supports mission requirements, and identify the funding source for distribution costs. A separate distribution function may be established for distribution and handling of classified courses. Specify funding requirements and sources for initial and subsequent distribution costs in the course-training plan.

4.7. Training Managers (TM). TMs have overall responsibility for Type 6, JST courses, as described throughout this instruction.

4.8. JST Course Instructor/Faculty Member. Training wing/groups will ensure each JST course is assigned adequate instructor/faculty support to provide subject matter expertise during the development/conversion phase, provide student interaction/support, and maintain currency of course content once the course is delivered. Ideally, an AETC instructor should administer each JST course. However, until a manpower standard is established to validate requirements (and resources are funded), as a minimum, an AETC Community College of the Air Force (CCAF) instructor must be assigned to administer courses that award CCAF credit. One instructor may support more than one JST course dependent upon the design and requirements of the course. For courses that do not award CCAF credit, the training squadron responsible for course management will assign a faculty member who can adequately provide student interaction/support to administer each course. Document these requirements in the course-training plan. As prescribed by AETCI 36-2215, *Training Administration*, the instructor or faculty member assigned to administer each Type 6 course inputs student data into TTMS, and the registrar inputs data into Oracle Training Administrator. For web-based training courses, instructors contact students and/or JST POCs as required prior to class start date. Throughout the course, instructors interface with students, JST POCs, and students' supervisors as necessary to ensure timely course completion.

4.9. ADL Coordinator. Functions as interface for all JST issues (see paragraph 4.6.1.). Duties and responsibilities include, but are not limited to, coordinating and reporting JST development/conversion, maintenance, and delivery schedules as requested by 2 AF/DOIT (RCS: HAF-DPP(A)9703). Submit changes to 2 AF/DOIT as they occur.

4.10. Distribution Function. Course training managers (TM) will work with HQ AETC/DOO training pipeline managers (TPM) and Air Force career field managers (AFCFM) to identify initial course distribution locations. Distribution functions reproduce and send/receive course and test materials as requested by the TRSs they support, and send student diplomas (AF Form 1256, **Certificate of Training**) to the JST POC for local distribution. Training groups will establish local requirements for test security. All distribution functions that send/receive test materials will use appropriate safeguards to prevent compromise of written tests and performance tests. Send them to other bases using certified mail, or approved encrypted electronic transfer procedures. Handle classified material according to established security procedures.

4.11. Base JST POCs. Provide administrative support for JST/ADL, screen for requirements, request out-of-cycle requirements, manage and control JST materials, control examination material, and schedule and conduct broadcasts. (**NOTE:** JST POCs may also serve as site coordinators providing technical and administrative support for satellite broadcasts. Reference AFI 36-2201, Volume 4, Chapter 3.) JST POCs may also function as test control officers (TCO). The JST POC role is defined in AFI 36-2201, Volume 1, Attachment 2.

5. JST Design and Development:

5.1. Course Selection. TMs will ensure the most cost-effective methods are used to satisfy training requirements by reviewing courses and blocks of instruction to identify those where JST can best meet the training need. They will use internal and external resources, such as training development element (TDE) instructional system specialists, subject matter experts (SME), ITU personnel, input from utilization and training workshops (U&TW), and users to review their courses. In addition, refer to AFH 36-2235, Volume 5, MIL-HDBK-29612-3A, and MIL-HDBK-29612-5. Candidate courses, lessons, or units of instruction may be selected during initial development, course reviews, and revisions. Primary considerations for the selection are training requirements and cost. If JST is feasible, include a member of the ITU in the U&TW to address JST issues. If time permits, perform a feasibility analysis (to include media selection and cost-benefit analysis) prior to the U&TW. (See AETCI 36-2209, *Interactive Courseware Development and Maintenance*, for more guidance on conducting a feasibility analysis.) JST should be considered in cases where users need “just-in-time” training. Courses that can be accomplished through JST at less cost than resident training should be selected provided JST still meets course objectives. If a feasibility analysis is not possible prior to the U&TW, consider the following factors to determine good candidates for DL course development/conversion:

- 5.1.1. Courses that have 100 or more programmed entries per year.
- 5.1.2. Courses primarily knowledge based or lend themselves to a blended approach (combination of JST and resident).
- 5.1.3. Courses that do not require the use of specialized equipment.
- 5.1.4. Courses that are taught to students in separate geographic locations.
- 5.1.5. Course content will not change more than 15 percent over the next 3 years.

5.2. Courses with JST Potential. For courses selected as having JST potential for the entire course or a portion of the course, the TM will submit a request to the ITU to conduct a feasibility analysis. Training squadron TDEs, TMs, and SMEs will provide all necessary course documentation to the ITU, and assist in completing the analysis. Using guidelines in AFH 36-2235, Volume 5, and contractor development costs associated with current contracts, the ITU will identify required resources for in-house and contractor-developed JST projects and timelines for development. The ITUs will:

- 5.2.1. Consider a mixed media approach when conducting the media analysis for each course. It is not necessary, nor always desirable, to make a course all interactive television (ITV), all Internet-based

instruction (IBI), or all paper based. A blended approach (part resident-part JST) may work best for some courses. Review each lesson objective and select the appropriate media. When more than one media will satisfy the training objective, consider cost, customer requests, and resources available (to include customer hardware). **NOTE:** Examine all JST development, new or revised, with future shareable content object reference model (SCORM) compliance in mind whenever it is economically feasible to do so. In Executive Order 13111, *Using Technology to Improve Training Opportunities for Federal Government*, January 15, 1999, as amended by Executive Order 13188, *Extension of the Advisory Committee on Expanding Training Opportunities*, January 12, 2001, the President directed the DoD to work with other government agencies, academia, and private industry to develop a common specification for instructional software that would make possible interoperability and reuse across federal agencies. This new common specification, called the SCORM, provides the foundation for how the DoD will use learning and communications technologies to build, and operate in, the learning environment of the future. For further guidance, refer to AFH 36-2235, Volume 5. The SCORM is still evolving, therefore, visit <http://www.adlnet.org/> and contact 2 AF/DOT to ensure the most current specifications are used. In addition, consult the AFIADL website (<http://www.maxwell.af.mil/au/afiadl/>) for the latest Air Force guidance on developing and implementing SCORM-based products and services.

5.2.2. Factor in development, delivery, and maintenance costs, to include manpower requirements for development, delivery and maintenance of the course.

5.2.3. Based on the media selection and cost benefit analysis, the ITU, in concert with the TM, will make a recommendation to the TRS commander on the suitability of exporting the selected courses. The recommendation should weigh cost factors and the ability of JST to meet training requirements.

5.3 If the TM determines that conversion is not feasible, and the TRS commander agrees, document rationale, maintain documentation along with the feasibility study and the course control documents. If applicable, notify the appropriate AETC TPM and AFCFM.

6. JST Resource Process:

6.1. If the TRS commander decides to pursue development of JST, the TM will develop a course resource estimate (CRE), with assistance from the local manpower office (MO), to begin the resourcing process. The CRE will include feasibility analysis results, and provide information on the resources required to support both in-house and contractor development. It will recommend whether the project should be in-house or contracted, and will also recommend priorities. (See AETCI 36-2203, *Technical and Basic Military Training Development*, for additional guidance on developing and compiling CREs.)

6.1.1. If the training group has the resources and capability to support new JST requirements, the JST may be developed in-house and the TM will:

6.1.1.1. Develop the training plan, if required. (See AETCI 36-2203 for guidance on training plans.)

6.1.1.2. Notify the applicable HQ AETC/DOO TPM, HQ AETC/DOZA, AFIADL, HQ 2 AF/DO, and the applicable AFCFM of the decision to convert.

6.1.2. If the training group has the capability to support the new JST requirements, but lacks funding:

6.1.2.1. The TM will attempt to locate funding for JST development within the training group or training wing. If funding is secured follow procedures in paragraph 6.1.1.

6.1.2.2. If funding is not available from the training group or training wing, the TM will follow procedures in paragraph 7.

6.1.3. If the training group determines contractor support is needed to satisfy the new requirements, and funds are available in the group, the TM will work with the local contracting office and the ITU as specified in paragraph 9.2.2.2.

6.1.4. If the training group determines contractor support is needed to satisfy the new requirements, and funds are not available in the group:

6.1.4.1. The TM will attempt to locate funding for JST development within the training wing. If funding is secured, follow procedures in paragraph 6.1.3.

6.1.4.2. If funding is not available from the training group or training wing, the TM will follow procedures in paragraph 7.

7. Requesting Higher Headquarters (HHQ) Resources. If resources are not available within the training group or training wing, the TM will forward the CRE to 2 AF/DO.

7.1. 2 AF/DO will review CREs, coordinate any disconnects with the training groups, query HQ AETC/DOZA on available funding, and forward the CREs with 2 AF recommendations to HQ AETC/DOO.

7.2. The HQ AETC/DOO TPM responsible for overseeing applicable training will coordinate the CRE with the following offices, as applicable:

7.2.1. The Advanced Distributed Learning Branch (HQ AETC/DOZA) to explore alternative technologies, tap Internet-based course expertise, and evaluate funding opportunities.

7.2.2. HQ AETC/DORB, HQ AETC/DOZA, HQ AETC/XPMRT, and 2 AF on the timing, resources, and priority of the effort. This includes manpower, POM, planning, fallout, funding offsets, etc.

7.2.3. The AFCFM is to be apprised of the need for funding and required manpower resource offsets, if not already accomplished.

7.3. Upon completing CRE coordination as described in paragraph 7.2, if the course can not be funded at the time, the HQ AETC/DOO TPM will notify 2 AF/DO to add the project to the pending list maintained by 2 AF/DOT, and inform HQ AETC/DOZA, DOR, and XPMRT, AFCFM, and TM. If the course resources can be fully funded, the HQ AETC/DOO TPM notifies:

7.3.1. The TM who proceeds with developing the training plan, and the training group begins in-house or contract JST development.

7.3.2. The AFCFM to apprise them of the projected development or conversion of a course to JST, if not already accomplished.

7.3.3. 2 AF/DO to add the project to the production schedule.

7.3.4. The HQ AETC/DOO TPM prepares a HQ AETC/DOO course training plan (CTP) certification memorandum after all resources have been secured, and the approved training plan is received from the TM and validated by HQ AETC/XPMRT. As a minimum, the memo will include the course number, reason for certification, first class start date (or implementation/availability date), and distribution to appropriate offices. See Sample Certification Memo at Attachment 3.

8. JST Priorities and Resources:

8.1. The development of JST is dependent on the availability of resources; therefore, it is necessary to prioritize projects. Training groups will develop procedures for establishing local JST priorities and for handling priorities established by 2 AF and HQ AETC/DO.

8.2. Each fiscal year (FY) HQ AETC/DOZA, in coordination with HQ AETC/DOO, and 2 AF/DO will prioritize unfunded projects to determine funding requirements. Use the following procedure to identify and prioritize courses:

8.2.1. 2 AF/DOT compiles a draft course list for the coming FY using a variety of sources (for example, AETC ADL implementation plan [I-Plan], AETC recommendations, comments from training groups [TRG] and the field).

8.2.2. 2 AF/DO forwards draft course list to TRGs for review and prioritization. TRGs may add new projects. TRGs forward prioritized base lists to 2 AF/DO.

8.2.3. 2 AF/DOT evaluates TRG inputs, and prioritizes base lists to create a consolidated 2 AF technical training list. Prioritization is based on one or more of the following:

8.2.3.1. Projects underway (carried over from previous FY).

8.2.3.2. Career field needs, readiness issues, and if the course has already been evaluated and determined to be a viable candidate for conversion to ADL.

8.2.3.3. Economic viability (student training requirements [STR], and available funding).

8.2.3.4. Workload of ITUs (providing in-house development and contract oversight).

8.2.4. 2 AF/DOT forwards draft consolidated technical training project list to HQ AETC/DOOZ and DOZA to gain consensus on the highest priority projects based on available funding. Typically, discussion and consensus is reached during a conference call hosted by 2 AF/DOT.

8.2.5. 2 AF/DO makes adjustments to the project list based on conference call, and forwards a final prioritized technical training list to HQ AETC/DOO and DOZ to be used in compilation of the command list (incorporating education and flying training projects).

8.2.6. HQ AETC/DOO coordinates with HQ AETC/SG for medical courses, AFIADL, and Air Staff, as required.

8.2.7. HQ AETC/DOZ coordinates infrastructure issues with appropriate agencies (AFIADL, HQ AETC/SC, etc.), initiates funding actions, and publishes the new course list in the AETC ADL I-Plan.

8.3. HQ AETC/DOO TPM, HQ AETC/DOZA, AFIADL, 2 AF/DO, and course TM will assist HQ AETC/DORB in building the ADL submission for the AETC POM. Inputs should include cost requirements for course and student management delivery systems, IT infrastructure, and customer support systems.

9. Course Material Development:

9.1. Basic Guidance. The design and development of JST follows the same basic principles as all other forms of technical training. Designers and developers of JST should follow the guidance in this instruction and AETCIs 36-2203, and 36-2209. Also, refer to MIL-HDBK-29612-3A, MIL-HDBK-29612-5, and AFH 36-2235, Volume 5, for further guidance.

9.2. Design and Development Responsibilities. After a coordinated decision is made to use JST, the ITUs will assist in researching, planning, developing, and maintaining JST to meet training requirements by performing the same ITU responsibilities as directed for ICW in AETCI 36-2209. The ITU is responsible for the design and development of courseware. To ensure quality, standardization, and maximum reuse of training products, the ITUs will provide oversight for all in-house (ITU and TRS-developed JST) and contracted analysis, design, development, and maintenance of all JST for training programs administered by their groups.

9.2.1. The ITU provides the expertise required for the entire life cycle of various forms of interactive instructional media, and ensures standardization and quality of JST development and maintenance. Training groups will develop local procedures to ensure all proposed JST projects, to include TRS-developed JST, are coordinated with the ITU before developing JST.

9.2.2. A training organization or contractor may develop JST. The decision on whether to develop JST in-house or use a contractor should be based on the manpower, expertise, available funding, and projected development timelines.

9.2.2.1. For JST developed in-house; the ITU and the TRS will prepare a project plan (or similar type of document) that identifies project requirements, responsibilities, timelines, and expectations. (See AETCI 36-2209 for more guidance on project plans.)

9.2.2.2. For JST developed by a contractor, the ITU, with assistance from TRS personnel, will prepare contract work statements (such as statement of work [SOW], statement of objective [SOO], or any other documents as required by the applicable contract office), and perform quality assurance reviews of contractor-developed JST materials according to MIL-PRF-29612B, Training Data Products Performance Specification, AFI 36-2201, and AFH 36-2235, Volume 3.

9.2.2.2.1. For locally funded contract efforts, the ITU will perform contractor officer representative (COR) functions as required by the contracting officer.

9.2.2.2.2. For centralized AETC funded technical training contracted efforts, HQ AETC/DOZA performs COR duties. They work directly with the contracting office, and coordinate with 2 AF/DOT, TM, and the appropriate ITU on management and oversight of contracted projects. The appropriate ITU provides quality assurance support.

9.3. All courseware acquired or developed will comply with Section 508 of the Rehabilitation Act. HQ AETC/DOZA is the MAJCOM POC for Section 508 requirements, issues, and sources for assessing compliance.

9.3.1. Under Section 508 of the Rehabilitation Act, agencies must provide access to electronic and information technology to employees and members of the public with disabilities that is comparable to the accesses available to employees and members of the public, who are not individuals with disabilities. The law applies to all Federal agencies when they develop, procure, maintain, or use electronic and information technology. Section 508 was enacted to eliminate barriers in information technology, to make available new opportunities for people with disabilities, and to encourage development of technologies that will help achieve these goals.

9.3.2. Specific impairments include hearing, visual, mobility/manipulation, and cognitive. Specific technologies include software/operating systems – one provision requires alternative keyboard navigation for people who cannot rely on pointing devices; web-based intranet and Internet information and applications – requires labeling of graphics so they can be converted into audio files or Braille presentations; telecommunications products – use of text telephone (TTY) or other assistive listening devices; video or multimedia products – provisions address use of caption decoders and audio description; self contained, closed products (kiosks, information transaction machines, copiers, etc) – accessibility must be built in so users do not need to attach assistive devices; desktop and portable computers – focuses on keyboards, other mechanically operated controls, touch screens, biometric forms of identification, ports and connectors.

9.3.3. Scrutinize new acquisitions and development to determine whether the target audience can be reasonably expected to contain users with vision, hearing, manipulation/mobility, or cognitive impairments.

9.3.3.1. Evaluate content modules individually as they may be subject to reuse under the SCORM model. Individuals with disabilities who are members of the public may generate requests for information or services which are comparable to that provided to individuals with no disabilities.

9.3.3.2. Document possible accommodation strategies and keep with the course folder.

9.3.4. In-house developers should make every effort to accommodate the provisions of Section 508 but should not incur significant cost increases to do so. The key objective is accommodation but it is an unfunded requirement.

9.3.5. If accommodation would place an undue burden on the Federal agency (because of significant difficulty or cost increases), the burden must be identified and documented. Undue burden refers to 30 percent or higher increases in development time or costs. Where undue burden can be shown, the originating agency will provide HQ AETC/DOZA with appropriate documentation for AETC Chief Information Officer (CIO) inclusion into the semiannual report on Section 508 activities.

9.4. Reporting. Each fiscal year quarter, training groups will report the progress of all projects on the Project Status Report (RCS: HAF-DPP(A)9703) in the format provided by 2 AF/DO. Training groups will forward copies (via e-mail if possible) of the report to 2 AF/DO no later than 15 days following each quarter (for example, 15 April for the January through March quarter). 2 AF/DO will address and coordinate changes as needed, and forward to HQ AETC/DOO and HQ AETC/DOZ within 30 days of receipt. As a minimum, provide TMs a quarterly update on courses they manage. Quarterly updates should include a description of progress for ongoing development/conversion efforts under the remarks column. Extracts from the quarterly report will be emailed to the TMs.

10. JST Administration:

10.1. Course Announcement. TMs publicize courses through the Education and Training Course Announcement (ETCA) website at <https://etca.randolph.af.mil/>. The course announcement will specify registration requirements, course delivery requirements, and customer responsibilities at user sites. TMs will coordinate with 2 AF/DOTT prior to finalizing ETCA content. 2 AF/DOTT will also assist with preparing JST POC instructions on new courses. In addition, the TM coordinates with 2 AF/DOT, HQ AETC/DOO TPM, and the AFCFM on a message to the field announcing course releases. TMs will provide inputs (broadcast schedules, course announcements, course revisions, etc.) for the 2 AF *Live Guide*.

10.2. Annual Screening. Air Staff initiates the JST (Type 6) annual screening concurrently with MRTP screening. See AFI 36-2201, Volume 1, for specific guidance on annual screening requirements. Use requirements identified in the annual screening to build annual broadcast schedules, and to plan and position resources in support of other JST courses.

10.3. Out-of-Cycle Requests. All JST training requests submitted after the annual screening (out-of-cycle) are addressed based on availability of HQ AETC resources. JST out-of-cycle training requests are sent to 2 AF/DOTT. 2 AF/DOTT forwards requests to the appropriate TM. TMs determine whether the request can be met and act accordingly, either scheduling the required resources or advising the MAJCOM that the resources are not available to provide the requested training. (See paragraph 10.4 on scheduling training.) Due to the nature of JST, most out-of-cycle requirements can be met with minimal impact on resources.

10.4. Validating Requirements and Scheduling Training. The AETC TM for each course validates and schedules requirements for JST. Although allocations may be limited by the facilities on site, normally the maximum number of students in training at each base will determine the number of classes needed to meet the training requirement. When no cost-effective delivery is available, the TM will return the training requirement to the requester.

10.4.1. Web-Based Training. Technical training courses available via the Internet are available on the e-Training website. Contact HQ AETC/DOZA or 2 AF/DOIT for web address. Course descriptions are available in the ETCA.

10.4.2. Supplemental Courses (Web-Based). TMs build required number of classes to support training requirements. MAJCOM DPs enter student data a minimum of 45 days prior to class start date.

10.4.3. Mandatory 7-Level Courses (Web-Based). TMs build required number of classes to support training requirements. AFPC enters student data for active duty students; AFRC and ANG DPs enter student data a minimum of 45 days prior to class start date.

10.4.4. Courses Requiring Satellite Time. For courses requiring satellite time, the TM provides inputs such as uplink site requirements, downlink site locations, and broadcast schedule to the satellite scheduling function for the local broadcast facility. The satellite scheduling function will coordinate all requests with 2 AF/DOIT to minimize scheduling conflicts. TMs will deliver schedules to the satellite scheduling function for forwarding to 2 AF/DOIT for inclusion in an annual broadcast schedule and 2 AF *Live Guide*.

10.4.5. CD-ROM and Paper-Based Courses. CD-ROM and paper-based courses are shipped as directed by the TM. In some cases, they are prepositioned with the appropriate base level JST POC who maintains them in a library so they are available to students on an as-needed basis. Additional CD-ROMs and paper-based materials may be requested using an out-of-cycle request as described in paragraph 10.3. TMs build required number of classes to support training requirements.

10.5. Training Delivery. The distribution function must dispatch training materials no later than 30 days prior to class start date. For out-of-cycle requirements, dispatch course materials within 15 days of receipt of the request. Base JST POCs may establish a library for JST materials for high-flow courses. The delivery process must remain responsive to customer needs. TMs should fill requests for additional materials and class seats (ITV and web-based training) if resources and timing permit. TMs will work with course personnel to ensure training materials, to include print masters and tests, are made available to the distribution function for reproduction and distribution so the distribution function can comply with established timelines. Web-based and ITV courses will comply with calendar day timelines in Figure 1.

Figure 1. Calendar Day Timelines.

| | |
|-----------------------------------|--|
| 45 days prior to class start date | Close registration. |
| 40 days prior to class start date | Finalize class roster send to distribution function. |
| 30 days prior to class start date | Distribution function sends material. |

10.6. Student Tracking. Student tracking and attendance will normally flow from the JST POC to the instructor or faculty member assigned to the course. Exceptions to this may include ITV or web based JST courses where the instructor or faculty member administering the course interacts directly with the student. Use AETC Form 325, **Student Accounting and Attendance Record**, for enrollment and attendance purposes. See AFI 36-2201, Volume 1 and AETCI 36-2215 for class enrollment and other administrative procedures, including attendance, withdrawals, eliminations, and attrition surveys.

10.6.1. For ITV courses, at least 40 calendar days prior to scheduled broadcasts, the instructor or faculty member assigned to the course will contact the JST POCs who have not provided a preliminary AETC Form 325.

10.6.2. For Learning Management System (LMS) delivered courses, authorized/identified students enroll according to specific procedures identified in the ETCA listing for the course. For other JST courses (group

or self-paced), JST POCs provide a preliminary AETC Form 325, and forward (via fax or other approved encrypted electronic transfer procedures) to the instructor or faculty member assigned to the course.

10.6.3. If there are training delays (for example, satellite malfunction), the TM will develop plans on how to complete the training requirement. Develop these alternative plans before the delays occur to minimize impact on the training. If there is a delay, the TM should solicit advice from the instructor or faculty member assigned to the course, and the JST POC in making decisions concerning training delays. TMs should keep a record summarizing training delays.

10.6.4. Training groups should follow elimination and withdrawal guidance in AETCI 36-2215.

10.6.4.1. The JST POC may make recommendations for elimination or withdrawal based on his or her observations of attendance, performance, and student conduct.

10.6.4.2. For self-paced courses, the training group will set no-later-than completion dates. The instructor or faculty member assigned to the course will contact the JST POC when students miss the completion date, asking the POC to determine the reason for the missed date. JST POCs may also initiate requests for course extension and withdrawals, and submit to the instructor or faculty member administering the course. The training group commander (or designated representative) will make the final determination on extensions.

10.6.4.3. In order to gather data for students eliminated or withdrawn from training, the training group must develop an attrition survey. The purpose of the survey (see sample in Attachment 2) is to determine reasons for not completing JST courses. The data gathered should cover reasons under and not under direct AETC control.

10.6.4.3.1. Training groups should ensure the attrition survey is available for JST POCs and completed on all eliminated or withdrawn students. The JST POC can help in the completion and return delivery of this form.

10.6.4.3.2. Return the completed attrition surveys to the distribution function and forward to the course TM. If an attrition trend develops, the course TM will determine the best course of action to reduce/eliminate future attritions. TMs will ensure the required changes to the course are instituted and followup to ensure they had the desired effect. The TM will elevate concerns outside AETC's span of control to 2 AF/DOIT for appropriate action.

11. Course Completion. The JST POCs should ensure course requirements, such as attendance and testing, are met. They should also provide data on students eliminated from training (upon training group request), and make recommendations on student eliminations. However, training groups will make all decisions on student elimination and graduation. Also, training groups will issue guidance to JST POCs to enlist their help in conducting course evaluations as necessary.

11.1. The JST POC should help ensure students meet course requirements. When students are ready to test, the JST POC or the test control officer will administer tests in accordance with course instructions.

11.2. Course personnel will make graduation decisions based on student measurement and any other pertinent data, and input data into TTMS. They will also ensure diplomas (AF Form 1256) are prepared, provide them to the distribution function to send to the JST POC for local distribution, and notify the registrar of course completion.

12. Production. Training wing/groups must establish procedures to ensure student production data is entered into appropriate student management systems. 2 AF/DOIT briefs 2 AF/CC on production, and provides an annual production report for Type 6 courses to higher headquarters.

13. Evaluation. Consistent and thorough evaluation is important in JST; therefore, AETCI 36-2201, *Training Evaluation*, will be followed for JST.

14. Course Cancellation/Discontinuation. TMs will initiate requests for cancellation or discontinuation of JST courses using the format at Attachment 4. Final approval authority is HQ AETC/DOO in coordination with HQ AETC/DOZA. A decision not to implement a course that has been developed will be considered a cancelled course, and must also be approved by HQ AETC/DOO. After final disposition by HQ AETC/DOO, the TPM will apprise the AFCFM, and distribute copies to the TM, 2 AF/DOT, HQ AETC/DOR, DOJ (for interservice training review organization [ITRO] courses only), DOOP, DOOA, XPMRT, and DOZA, and AFIADL. TMs will update ETCA accordingly.

15. Forms Adopted. AF Form 847, AF Form 1256, and AETC Form 325.

WILLIAM M. FRASER III, Brigadier General, USAF
Director of Operations

4 Attachments

1. Glossary of References and Supporting Information
2. Sample Attrition Survey
3. Sample CTP Certification Memorandum
4. Cancellation/Discontinuation Request

Attachment 1**GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

Executive Order 13111, *Using Technology to Improve Training Opportunities for Federal Government Employees*, January 15, 1999 (amended by Executive Order 13188, *Extension of the Advisory Committee on Expanding Training Opportunities*, January 12, 2001)

DoDD 1322.18, *Military Training*, January 9, 1987

DoDI 1322.20, *Development and Management of Interactive Courseware (ICW) for Military Training*, March 14, 1991

MIL-PRF-29612B, *Training Data Products Performance Specification*

MIL-HDBK-29612-1A, *Guidance for Acquisition of Training Data Products and Services (Part 1)*

MIL-HDBK-29612-2A, *Instructional Systems Development/Systems Approach to Training and Education (Part 2)*

MIL-HDBK-29612-3A, *Development of Interactive Multimedia Instruction (IMI) (Part 3A)*

MIL-HDBK-29612-4A, *Glossary for Training (Part 4)*

MIL-HDBK-29612-5, *Advanced Distributed Learning (ADL) Products and Systems (Part 5)*

AFI 33-360, Volume 1, *Publications Management Program*

AFPD 36-22, *Military Training*

AFI 36-2201, *Air Force Training Program*

AFH 36-2235, Volume 3, *Information For Designers of Instructional Systems: Application to Acquisition*

AFH 36-2235, Volume 4, *Information For Designers of Instructional Systems: Manager's Guide to New Education and Training Technologies*

AFH 36-2235, Volume 5, *Information For Designers of Instructional Systems: Advanced Distributed Learning: (ADL) Instructional Technology and Distance Learning*

AFH 36-2235, Volume 6, *Information For Designers of Instructional Systems: Guide to Needs Assessment*

AFMAN 37-139, *Records Disposition Schedule*

AETCI 36-2201, *Training Evaluation*

AETCI 36-2203, *Technical and Basic Military Training Development*

AETCI 36-2209, *Interactive Courseware Development & Maintenance*

AETCI 36-2215, *Training Administration*

AFIADL Guide for Authors of Interactive Multimedia

Abbreviations and Acronyms

ADL—advanced distributed learning

AETC—Air Education and Training Command

AFCFM—Air Force career field manager

AFIADL—Air Force Institute for Advanced Distributed Learning
AFADLP—Air Force Advanced Distributed Learning Program
ATN—Air Technology Network
CDC—career development course
CIO—Chief Information Officer
COR—contractor officer representative
CRE—course resource estimate
CSD—class start date
CTP—course-training plan
DL—distance learning
ETCA—Education and Training Course Announcements
FY—fiscal year
HHQ—higher headquarters
IBI—Internet based instruction
ICW—interactive courseware
IMI—interactive multimedia instruction
ITRO—interservice training review organization
I-Plan—implementation plan
ITU—instructional technology unit
ITV—interactive television
JST—job site training
LMS—learning management system
MAJCOM—major command
M RTP—Mission Readiness Training Program
OPR—office of primary responsibility
POC—point of contact
POM—program objective memorandum
SCORM—shareable content object reference model
SME—subject matter expert
SOO—statement of objective
SOW—statement of work
STR—student training requirements
TCO—test control officer
TDE—training development element

TPM—training pipeline manager

TM—training manager

TRG—training group

TRS—training squadron

TTMS—Technical Training Management System

TTY—text telephone

U&TW—utilization and training workshop

Attachment 2

SAMPLE ATTRITION SURVEY

NAME _____
COURSE _____
LOCATION _____
COMMAND _____

Please help us improve this course. Select the top three problems that interfered most with your efforts to complete the course. Rate each problem area you experienced as 1 = most important, 2 = next most important, and 3 = least important.

| PROBLEMS | RATING |
|---|--------|
| Course scheduling | |
| Problems with onsite equipment | |
| Conflicts with duty | |
| Personal or family medical problems | |
| Instruction was hard to follow or didn't track well | |
| Personal or family emergency | |
| Permanent change of station | |
| Extended temporary duty (TDY) or deployments | |

If other problems interfered with your course completion, please describe them:

INSTRUCTIONS TO SITE MONITOR:

Collect student surveys and mail to:

Appropriate TRG
ATTN:
939 Missile Rd
Sheppard AFB TX 76311-2337

Attachment 3

SAMPLE CTP CERTIFICATION MEMORANDUM



DEPARTMENT OF THE AIR FORCE
AIR EDUCATION AND TRAINING COMMAND

MEMORANDUM FOR ___ TRW/MO

Date

FROM: HQ AETC/DOO
1 F Street Suite 2
Randolph AFB TX 78150-4325

SUBJECT: Training Plan Certification, Course xxxxxxxxxxx-00x

1. Course training plan xxxxxxxxxxx-00x, (title of course) is certified. All resources are in place to support this course.
2. The implementation date for subject course is established at (day/month/year).
3. State the reason for the course certification: for example, new course, course revision, etc.
4. HQ AETC/DOO POC is (name, office symbol, DSN).

JAMES E BRIGGS, Colonel, USAF
Chief, Technical Training Division
Directorate of Operations

cc:
HQ AETC/DOOA/DOOP/DORB/XPMRT
xx TRG/CC
xxx TRS/CC
2 AF/DO

Attachment 4

COURSE CANCELLATION/DISCONTINUATION REQUEST

| Course Number | Course Title | Course Hours |
|---|--|---|
| | | |
| Implementation Date | Media Type (Type 6 Only) | Decision Level to Convert/Develop (AF, AETC, etc.) (Type 6 Only) |
| | | |
| Date of Original Tasking (Type 6 Only) | Date Funded (Type 6 Only) | Development (in-house/contracted) (Type 6 Only) |
| | | |
| Development and 1st Year Delivery Cost (Type 6 Only) | ROI (savings or cost offset) or Cost to Date (CRS cancellation) (Type 6 Only) | Discontinuation/Cancellation Effective Date |
| \$ | \$ | |
| Total students trained implementation to date for Type 6 courses/last 3 fiscal years for other courses. | | |
| Number of Entries | | |
| FY _____ | FY _____ | FY _____ |
| | | |
| Number of Graduates | | |
| FY _____ | FY _____ | FY _____ |
| | | |
| History of the course and justification for discontinuance or cancellation (additional pages may be added if required): | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Prepared by: _____
 Training Manager
 Org/Phone/Date

Concur/Nonconcur

 2 AF/DO Signature/Date

Recommend Approval/Disapproval

Concur/Nonconcur

 Training Squadron Commander Signature/Date

 HQ AETC/DOZ Signature/Date
 (Type 6 Courses Only)

Recommend Approval/Disapproval

Approved/Disapproved

Training Group Commander Signature/Date

HQ AETC/DOO Signature/Date